



Georgetown County First Steps Partnership *Fiscal Year 2009 Annual Report*

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**Total children in county
under age 6: 4,532**

**Children under age 6 living in
poverty: 26.5%**

**Georgetown County
Highlights**

- 210 Children were provided C.O.E. Scholarships
- 23 4K Scholarships
- 343 Children benefited from the Centers of Excellence Program
- 30 Raising a Reading Participants

EXECUTIVE DIRECTOR'S MESSAGE

First Steps of Georgetown County shares with the other citizens of Georgetown County a common concern for and commitment to the welfare and future success of our youngest citizens. As part of First Steps, South Carolina's Early Childhood Initiative, First Steps of Georgetown County serves as a local leader in developing a comprehensive, collaborative approach to serve the needs of all children, birth to 5, in Georgetown County. Our Centers of Excellence promote high quality preschool programs that provide a healthy environment as well as normal growth and development. All children are provided the protection, nutrition and health care needed in order to thrive in their early years of life so they arrive at school ready and able to learn. First Steps has become a monumental force in the community and our goal is to continue increasing the number of preschoolers in Georgetown County who reach first grade mentally and physically healthy. All of the strategies we implement are through our Centers of Excellence. The goal of the Centers of Excellence program is to assist childcare facilities in improving the quality of their programs by encouraging exploration and discovery, fostering curiosity and creativity, building self-esteem and providing a challenging environment for learning. The centers act as "one stop shops" for parents where the child receives all of the resources offered such as scholarships, parenting, literacy, health and a creative curriculum. The centers also benefit by receiving curriculum materials, classroom evaluations, training and support, playground grants, literacy grants and 4K State funded programs. All Georgetown County First Steps strategies were made and are executed with the Centers of Excellence criteria as the foundation.

Sincerely,
Carol C. Daly
Executive Director
Georgetown County First Steps

First Steps to School Readiness Strategy Areas

The First Steps initiative approaches children's school readiness needs in five ways:

Family Strengthening: A parent is a child's first and best teacher. First Steps works to help parents become the best parents they can be. First Steps also helps parents further their own education.

Healthy Start: Children's development and ability to learn are profoundly impacted by their health in the earliest years. First Steps works to help families understand children's health needs through education and screenings while also working to help them access needed health services.

Quality Child Care: Quality child care provides immediate and long-term learning benefits for children. First Steps works to expand the availability of quality child-care to families and to enhance the level of quality in existing child-care environments.

Early Education: Research shows that children who participate in high-quality preschool classes are more likely to start school ready to learn, as well as be more successful later in life. First Steps works to expand high-quality 3-year-old and 4-year-old kindergarten opportunities in public and private settings.

School Transition: The transition into kindergarten is a critical time that sets the tone for children's perspectives about the school years, as well their parents' perspectives. Making a strong initial connection between school and home -- and supporting both parents and students during this transition time -- has been shown to impact students' later school success and parents' later involvement during the school years.

2008-2009 County Partnership Programs by Strategy

FAMILY STRENGTHENING

Centers of Excellence – Parenting/Family Strengthening

Program description: In keeping with our belief that a parent is a child's first and best teacher, we provide direct services to all parents enrolled in our Centers of Excellence (COE) program. Our Parent Education Program [PEP] offers:

Parent Mentoring: Our certified parent educators use the Triple P-Positive Parenting program. This program guides parents in strategies and interventions designed to deal with high-risk behaviors. There are clearly defined methods to assist parents in establishing a discipline style. Through play and interactions with their child, parents are able to identify characteristics of effective discipline.

Individual Visits: Our Parent Educators make home visits or provide individual site visits for parents identified with special needs (teen parents, children identified with developmental delays). In order to respect a family's personal environment, customs and culture we offer two options: home visitation or personal, private conferencing at the centers. Preteen and teen mothers at our centers are frequent recipients of these individual visits. Many of these parents participated in our Save the Children Grant this year as well.

Program results:

- 184 Adults/210 Children participated in the COE PEP Program
- 83 Adults/98 Children participated in the Parenting (Non-COE) through other grants (*Save the Children, March of Dimes, Early Reading First*)
- 24 Families participated in the Save the Children Program
- 30 Families participated in the Raising-A-Reader Program
- 683 COE PEP Visits were conducted
- 236 Non-COE Parenting Visits were conducted
- 44 Hispanic families were served throughout the COE and Parenting Programs
- 318 families linked to community services

These are challenging times for families of young children in Georgetown County. Even traditional families face tremendous stress in this economic environment. Growing poverty among children, even in two-worker households, suggests that many families cannot meet basic needs. Obtaining safe and affordable housing is a serious concern for many of our parents. As a result, we are seeing more "blended" households.

There is a growing awareness at our centers that increasing numbers of our children are living with grandparents or other members of their extended family. Georgetown County First Steps applied for and received a grant from the Brookdale Foundation's Relatives as Parents Program. Starting in the FY 09-10 we will provide an educational support group

for grandparents and relatives who have become primary caregivers. Our goal is to provide a social-emotional support network that will provide assistance to these relatives who find themselves parenting.

HEALTHY START

Centers of Excellence: Child Safety and Health

Program description: Keeping children healthy is of the utmost importance in our mission to get our children ready for school. Using our newly formed partnership with the St. James Family Health Center, we have arranged basic medical evaluations by doctors, dentists and optometrists, providing the screenings needed for all young children. In addition we ran two additional programs to support the well being of all children:

Stretch-n-Grow is a comprehensive fitness program for kids. The *Stretch-n-Grow* program teaches children the fundamentals of a healthy lifestyle. With weekly emphasis on exercise and good food choices, their extensive curriculum covers virtually every wellness issue; self-esteem, safety, hygiene, and environmental issues. Once a week children participate in the fun activities that the exercise coach brings for them. We have had rave reviews from COE Center Directors, parents and of course, our children who now think exercising is fun! It is our goal to develop healthy habits in our children before bad habits have a chance to set in.

Good Beginnings is a prenatal program offered to ALL expectant mothers in Georgetown County. The classes educated future mothers on pre and post natal care. Subjects for these classes included health and nutrition during pregnancy, stress and relaxation techniques, pregnancy complications, tips on caring for your newborn and several more. Prenatal care is so important and we find it an absolute must to assist mothers in any way possible so their babies can grow up to be strong, healthy, successful adults. This grant ended Feb 28, 2009. We have applied for renewal of this program and anticipate starting a new prenatal program in Winter of 2010.

Program results:

- 105 Children received the Stretch-N-Grow Program weekly through their Center of Excellence
- 35 Families participated in the March of Dimes Program
- 107 Families were referred to GCFS from Dr. Hletko Office
- 16 Hispanic families were visited for a postnatal visit, all interpretation was provided by GCFS
- 146 Families were offered discounted health services at St. James Santee Health Center for services, through our COE Program. (due to HIPPA laws we do not know the amount of families that accepted this offer)
- 5 Health Fairs were participated in throughout the year
- First Steps and the United Way provide information and resources through the “Born Learning” and “Healthy Kids Connection” campaigns
- Health and Nutrition Survey’s conducted with COE families

- Ensure that all health and immunization records are kept on file at the center, and are up to date

In collaboration with our community partners, our Parent Educators hold health and community awareness events. At these events professionals provide health screenings, car seat checks, child development tips, home safety evaluations and referrals to local resources.

QUALITY CHILD CARE

Georgetown County Centers of Excellence Program

Program description: Georgetown County First Steps has completed their fourth year of the Centers of Excellence (COE) program. The COE program is designed to reach working families with high quality early childhood experiences and gain parent support through the leverage of existing centers. The program works with six existing private, pre-school programs sited in diverse geographic areas of Georgetown County, while serving children and families of the area's "working poor" population. First Steps also offers scholarships to parents and guardians with disabilities or those seeking on-going education. Children are scored using an eligibility criteria list which includes risk factors such as: parent income and education, low birth weight, substance abuse, age of mother, family status and English proficiency.

Each Center of Excellence is evaluated on the 9 components

1. Scholarships for eligible families
2. Nurturing care and research-based instruction
3. Child assessment to guide learning experiences
4. Parent education and support to assist parents as they help their child learn
5. Health screening and support for children
6. Quality enhancement for the child-care center
7. Mentoring, training and credentialing for center staff
8. Staff incentives for increased levels of quality
9. Sustainability plans for quality center operations

Program results:

- 343 Children attended a center, within the Centers of Excellence (COE) Program
- 210 COE Scholarships were provided to these children
- 21 COE Teacher's are receiving TEACH Scholarships to continue their education
- 8 Staff development workshops were offered through GCFS
- 38 Teachers received training through the COE Professional Development Program
- 66 Teachers received staff development by the COE Literacy Program
- 193 Technical assistance site visits were conducted
- 43 Centers are visited monthly by a Storyteller, provided by the COE Literacy Program

- 515 Children were impacted from the COE Literacy Program
- Over 2,400 books have been provided to children in the COE program through the Dolly Parton Imagination Library
- All six centers have shown growth in their ELAP/LAP3 Scores – Attachment A.
- All six centers have shown growth in their center ITERS/ECERS scores – Attachment B.
- One new outdoor environment was built at Pawleys Island Child Development Center, with the help of the Cliff and Carolyn Ellis Foundation
- Over \$30,841 was spent providing curriculum, gross motor, and literacy materials at all six COE's sites.

EARLY EDUCATION

Early Reading First (ERF)

Program description: A coalition under the Georgetown County United Way umbrella received a three-year, \$2.65 million federal grant to boost early childhood education programs. Early Reading First is a program for at-risk children in Andrews in Georgetown County and in Williamsburg County. 2008-2009 ended our third year of the Early Reading First Grant. We have applied for an additional three years starting in the Fall of 2009-2010.

Program results:

- 100 Children were serviced throughout the 2008-2009 School Year
- 24 of these Children received intensive literacy early intervention by an ERF Specialist
- 4 ERF funded 4K Classrooms were provided at Andrews Elementary
- 8 ERF funded 4K Teachers & Paraprofessionals were provided at Andrews Elementary
- 1 ERF funded 3-K Classroom was provided at Little Smurfs Child Development Center
- 3 ERF funded 3-K Teacher and 2 Paraprofessionals at Little Smurfs Child Development Center
- 365 hours of Technical Assistance was provided to all teachers within the ERF Program
- 25 ERF teacher workshops/group studies were held for ERF teachers, and an additional 5 professional development workshops were held
- 3 Additional ERF Summer School Classrooms were provided from June 08 thru August 08
- 80 Children were provided scholarships to attend the ERF Summer School Program at Little Smurfs Child Development Center and Sampit Child Development Center (Both COE's)

S.C. Child Development Education Pilot Program (CDEPP)

Program description: CDEPP offers state-paid tuition of 4-year-old kindergarten classes to eligible students living in the 37 trial and plaintiff school districts involved in the school funding equity lawsuit, *Abbeville et al. vs. South Carolina*. First Steps oversees CDEPP 4K classes offered in non-public school environments. To qualify for state-paid

tuition, a student's family must qualify for TANF or free/reduced-price lunch, be 4 years old by Sept. 1, 2007, and live in an eligible school district.

Program results:

- Little Smurfs Child Development Center, one of our COE's participated in the CDEPP 4K classes
- 2 Classrooms were open with the CDEPP funding & expanded with the COE scholarship program
- 23 children received 4K CDEPP Scholarships

SCHOOL TRANSITION

Centers of Excellence – School Transition

Program description: COE also features a Transition Plan for children going from our 4-K classes to either public or private kindergarten. A Transition Coordinator at each center will be responsible for developing an individual plan for each student and his parents, including specific information that will assist the child's new school in meeting her needs and a portfolio of the student's work. The coordinator will also arrange for the child and parents to visit the new school and help ensure that the family has all the information they will need.

First Steps staff is available for parent teacher conferences the first year that our alumni attend public school. This helps parents transition to the new routine of public school.

This past June First Steps offered a workshop called "Smooth Moves to Kindergarten" (with DSS credits) to teachers that taught them strategies they could share with parents to help their child transition to a new learning environment. Children often experience separation anxiety when changing schools or moving, and parents are at a loss as to how to cope. Barbara Austin of Triple P Parenting was also on hand to demonstrate (through role playing), techniques that parents can use when dealing with the behavior of the child during this delicate time.

FINANCIAL SUMMARY

Expenditures By Funding Source	
State Appropriation (<i>Fund 10</i>)	\$156,836
E.I.A. Appropriation (<i>Fund 55</i>)	\$2,983
State Approp. Carry Forward (<i>Fund 11</i>)	\$18,434
EIA Approp. Carry Forward (<i>Fund 56</i>)	\$1,373
C.D.E.P.P. Appropriation (<i>Fund 60</i>)	\$100,499
C.O.E. Appropriation (<i>Fund 65</i>)	\$178,814
State Private (<i>Fund 15</i>)	\$274
Local Private (<i>Fund 20</i>)	\$273,241
Federal (<i>Fund 30</i>)	\$339,260
TOTAL:	\$1,071,715

Expenditures By Program / Strategy Name	
2012 Parents As Teachers	\$ 22,887
2091 Literacy Program	\$ 48,458
3410 4K CDEPP	\$ 97,655
6012 Childcare Quality Enhancement	\$ 472,702
6052 Childcare Training & Professional Development	\$ 19,618
7032 Scholarships	\$ 284,605
Indirect Programmatic Functions	\$ 39,559
Administrative Functions	\$ 86,231
TOTAL:	\$ 1,071,715

NOTABLE DONORS

<i>DONOR'S NAME</i>	AMOUNT
Bunnelle Foundation	\$ 200,000
March of Dimes	\$ 11,649
Cliff & Carolyn Ellis Foundation	\$ 6,000
Brookdale Foundation	\$ 6,000
Precious Blood of Christ Ladies Auxiliary	\$ 1,000
Ms. Nancy Bachman	\$ 738
Books-A-Million	\$ 259
VFW Ladies Auxiliary #644	\$ 100
TOTAL:	\$ 225,745

Local Match Percentage for FY 2009: 77.33 %
(at least 15% Legislative requirement)

COUNTY PARTNERSHIP BOARD OF TRUSTEES

Business	
Sharon Mills Secretary	Employer: Blue Cross and Blue Shield
Pam Cutright	Employer: Kaplan Company Sales Rep.
Parent of Pre-School Child	
Pam Williams	COE Center: Little Smurfs CDC
Childcare and early childhood development/education	
Jacqueline Stegman <i>Board Chair</i>	Employer: Educational Resource for the State of SC
Nonprofit organization that provides services to families and children	
Jane H. Terhune Vice President	American Red Cross Employer: Georgetown Presbyterian Church – Financial Office Grant Writing Consultant, Litigation Paralegal
Family education, training and support	
Jane McSweeny- Wishart	Service Over Self
Pre-Kindergarten through primary educator	
Gloria Myers- LaSane	Employer: Georgetown County School District
Early Education	
Dianna Rhue (Resigning as of Oct 2009)	Employer: Georgetown County School District – Andrews Elementary School Teacher
Category II – STATUTORY MEMBERS	
Sylvia Mitchum	Employer: Dept. of Social Services
Dwight McInvaill	Employer: Georgetown County Library-Librarian
Gwendolyn McNeil	Employer: Georgetown County School District – Even Start Family Grant
Category III – LEGISLATIVE APPOINTEES	
Beverly Dunn (Yancey McGill)	Employer: Carolina First Bank – Money Manger

<i>Appointee)</i>	
Elizabeth Krauss (<i>Ray Cleary</i> <i>Appointee)</i>	Employer: Georgetown County Board of Disabilities and Special Needs-Executive Director
Garvey Winans (<i>Carl Anderson,</i> <i>Appointee)</i>	Employer: Retired from the Georgetown County School District
Lynne Ford (<i>Vida Miller</i> <i>Appointee)</i>	Employer: Georgetown County Unitedway

COUNTY DATA SNAPSHOT

In FY09, First Steps County Partnerships statewide made it a priority to become increasingly data-driven. County Partnerships successfully began using powerful new components of the First Steps data system, and County Partnerships also utilized data in new ways to drive their FY09 program plans. In addition to enhanced program data tracking, County Partnerships are also focusing on the best available data about children and families to best understand their communities' needs. At the end of FY08 and the beginning of FY09, County Partnerships began an extensive analysis of this data, including data about the risk factors known to impact children's potential school success, such as low birth weight, teen mothers, and families living in poverty. A county-level risk data report is included in the subsequent pages of this report.

Georgetown County First Steps serves this entire county located on the Atlantic Ocean in South Carolina. The area has many geographic, economic, social and financial problems that have an impact on delivering services. Because of the county's location on the coast, the economy is primarily based on seasonal resort industries with very little full time year round employment. The recent economic downturn is affecting the resort, retail, and restaurant industries. High unemployment rates, many retirees on fixed incomes, and significant levels of intergenerational poverty, result in many families with children at risk of failure.

According to the 2008 Georgetown County Kids Count and US Census Bureau, Georgetown County has a total population of 60,731 with 4,376 children under the age of 6. A number of demographic indicators reveal a population in need of First Steps services:

Your 2008 School Readiness Risk Profile will be inserted by OFS after this section. For your reference, a PDF of this risk profile was sent to you along with your Annual Report Template

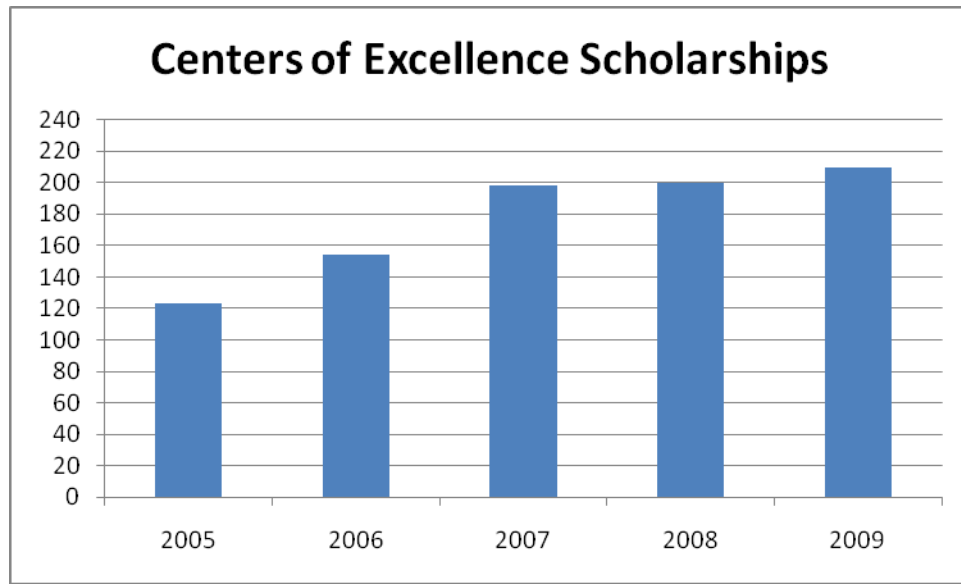
The SC General Assembly created in 1999 the South Carolina First Steps to School Readiness Initiative as a “comprehensive, results-oriented initiative for improving early childhood development by providing, through county partnerships, public and private funds and support for high quality early childhood development and education services for children by providing support for their families’ efforts toward enabling their children to reach school ready to learn” ...here’s what happened next:

First Steps Strategy Areas	Notable Moments
Family Strengthening	<ul style="list-style-type: none"> October, 2008 GCFS was awarded a \$40,000 for the Save the Children Grant. This grant provided parenting that targeted families with the youngest and neediest children in GC. May, 2009 GCFS was awarded \$6,000 for Relatives as Parents Grant from the Brookdale Foundation to support the needs of grandparents raising grandchildren.
Healthy Start	<ul style="list-style-type: none"> June, 2007 GCFS was awarded a \$25,000 Seed Grant entitled: GCFS Child Health & Safety Coalition For the past three years March of Dimes has provided GCFS with over \$60,000 to provide prenatal education to all mothers in Georgetown County.
Quality Child Care	<ul style="list-style-type: none"> For the past four years GCFS has been awarded over \$800,000 from the Bunnelle Foundation to develop the Centers of Excellence (COE) Program In the past three years GCFS has worked with all COE centers and have improved all ITERS/ECERS scores (see attached report)
Early Education	<ul style="list-style-type: none"> In the past four years, GCFS has provided scholarships for over 800 children/families to attend quality child care centers In the past four years, GCFS

	Centers of Excellence Children have demonstrated gains in their ELAP/LAP-3 scores (Attachment B.)
School Transition Areas	<ul style="list-style-type: none"> • From October, 2007 till June, 2009 GCFS has been in partnership with the GC UnitedWay and GC School District, operating the Early Reading First Grant • Starting in January, 2007 till June, 2009 over 300 children were provided 4K/3K instruction through the Early Reading First (ERF) Program • In the summers of 2007 & 2008, 120 pre-kindergarten children were provided summer school scholarships at ERF summer school sites • Starting in August, 2007 Over 53 children have attended the 4K Little Smurfs Program, to prepare them for Kindergarten. (This program is still currently running)

Other notable moments/achievements:

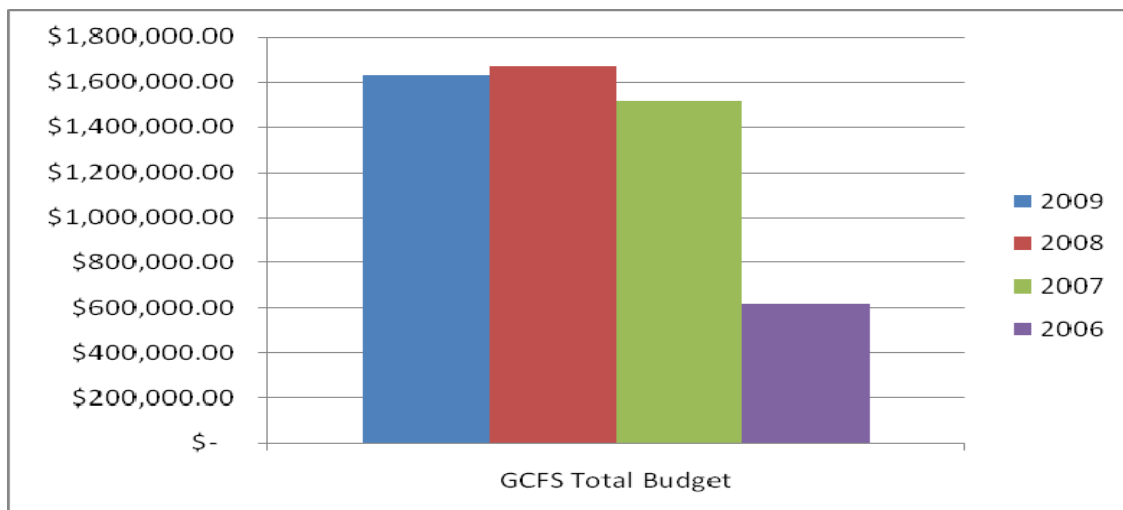
Growth of Centers of Excellence Scholarships



All COE Scholarships are funded privately through the Bunnelle Foundation Centers of Excellence Project.

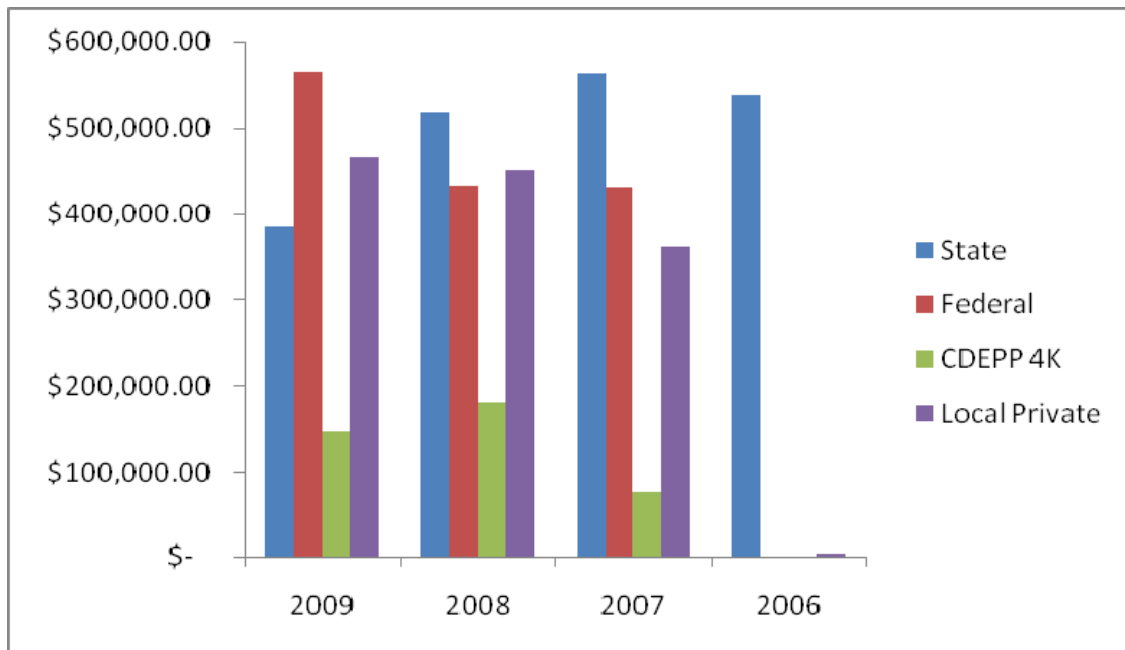
Georgetown County First Steps Budget Improvements

This chart demonstrates the success GCFS has made in the past four years in obtaining Federal and Local Grants, in addition to their state funding.



**FY 08-09 dipped slightly due to state mandated budget cuts*

Georgetown County First Steps Success in receiving Federal and Private Funding



Attachment A.

ASSESSMENT OUTCOME RESULTS SUMMARY FOR CENTERS OF EXCELLENCE PROJECT SPONSORED BY FIRST STEPS OF GEORGETOWN COUNTY – YEAR FOUR

During 2008-2009, the Georgetown County First Steps *Centers of Excellence* project collected developmental outcomes data to ascertain overall child development and progress toward accomplishing program goals and objectives which address school readiness mandates established by the state legislature for children, birth to five-years. Specifically, seven key areas of school readiness were targeted for children in the three to five-year age range:

- | | |
|-------------|---------------------|
| 1. Language | 5. Creative Arts |
| 2. Literacy | 6. Social/emotional |
| 3. Math | 7. Physical |
| 4. Science | |

For children in the zero to three-year age range, five key areas of development were targeted:

- | | |
|----------------|---------------------|
| 1. Cognitive | 4. Language |
| 2. Fine Motor | 5. Social/emotional |
| 3. Gross Motor | |

As in years one, two, and three, First Steps chose two assessment instruments with which to gather data: the *Early Learning Accomplishment Profile (E-LAP)* and the *Learning Accomplishment Profile, Third Edition (LAP-3)*. The *E-LAP* measures the development of children, ages birth to 36 months and the *LAP-3* measures the development of children, ages 36 months to 72 months. Both are criterion-referenced, ongoing instruments designed to assess the developmental progress of an individual child and groups of children. These evaluative measures facilitate the:

1. Ongoing assessment of a child's developmental skill level at any time during a program year.
2. Planning a responsive classroom environment and curriculum.
3. Measuring child outcomes—the progress and accomplishments of all children.
4. Assessing of programmatic effectiveness and developing a strategic plan for improvement.

Specifically, the *E-LAP* considers six domains of development:

- | | |
|------------------|-------------|
| Fine Motor | Gross Motor |
| Cognitive | Language |
| Social/Emotional | Self-help |

The *LAP-3* considers seven domains of development:

Fine Motor	Gross Motor
Cognitive	Language
Personal/Social	Self-help
Pre-writing	

Both instruments have established validity and reliability and are widely used across the country to chart developmental progress of children.

Method

The model that was utilized in 2005-06 has continued so that progress is being measured on an ongoing basis for current and subsequent assessment periods of future funding cycles. Four centers were chosen to be part of the experimental group—two administering the *E-LAP*, and two administering the *LAP-3* in year one. In years two and three, all four of the original centers used both the *E-LAP* and *LAP-3*. The centers are:

1. *The Rainbow Child Care Center*
2. *Sampit Day Care Center*
3. *Little Smurf Daycare*
4. *Pawley's Island Child Care*

Bibleway, the child care center selected to serve as the control group for the project, and *Small Minds of Tomorrow* also continued the use of the *E-LAP* and *LAP-3*.

In year four, *The Rainbow Child Care Center* closed and was replaced with *Playhouse Daycare* as a pilot center.

Pretest data were collected during an August/September assessment window. Between assessment periods, the programs in the experimental group received ongoing, substantive programmatic support from staff at Georgetown First Steps. The control group only received customary support typically afforded to county programs.

After approximately a three-month window, posttest data were collected during late November/early December. Comparative data from both assessment periods were collected and summarized in reports relative to the individual child, classroom, and program level. (See Appendix)

A third assessment was conducted in the Spring of 2009 to demonstrate end-of-year progress.

Summary of Results

Data were analyzed against two salient questions: 1) Did the experimental group realize improvements in the key areas of school readiness and development, as identified by Georgetown First Steps? and 2) Did the control group show some progress by using the *E-LAP* and *LAP-3*?

Relative to the first question, an analysis of classroom raw scores from both the *E-LAP* and the *LAP-3* reveals that the experimental group realized overall developmental progress in all of the key areas identified. The data tend to support the attainment of one of the outcomes of the original Georgetown First Steps proposal—that improvements can be demonstrated by pre/posttests for children in the centers in the experimental group.

Relative to the second question, children from the control group who were evaluated with *E-LAP* and *LAP-3* also demonstrated progress.

Children from the experimental and control groups who were evaluated with the *LAP-3* were assessed for both literacy skills and language development. Literacy is defined by the following elements: phonological awareness, book knowledge and application, print awareness and concepts, early writing; and alphabet knowledge. Language development is defined as listening and understanding, and speaking and communicating. In addition, the *LAP-3* provided information regarding development in the areas of Math, Science, Creative Arts, Social/emotional, and Physical. Tables A through G depict assessment results as summarized by a Head Start Outcomes Report that is generated by the *LAP-3* software utilized by Georgetown First Steps. While none of the centers are designated as Head Start centers, this report analyzes the accomplishment of language, literacy, math, science, creative arts, social/emotional, and physical development objectives that are of interest to the Georgetown First Steps *Centers of Excellence* project.

Table A demonstrates the progress made by the classrooms in the experimental group and control groups for **Language** on the *LAP-3*:

TABLE A
LAP-3-Language

Program	Beginning	Middle	End	Gains
Playhouse Daycare	44.68	58.86	71.63	26.95
Sampit Day Care	81.00	81.20	94.83	13.83
Little Smurfs Day Care	34.51	54.82	74.64	40.13
Pawley's Island Child Care	77.20	85.93	88.65	11.45
Bibleway	67.26	72.07	83.21	15.95
Small Minds of Tomorrow	40.66	49.40	73.14	32.48
Average of 6 sites				23.47

Table B demonstrates the progress made by the classrooms in the experimental group and control groups for **Literacy** on the *LAP-3*:

TABLE B
LAP-3-Literacy

Program	Beginning	Middle	End	Gains
Playhouse Daycare	8.82	20.58	35.29	26.47
Sampit Day Care	58.19	60.78	81.30	23.11
Little Smurfs Day Care	14.11	33.03	66.42	52.31
Pawley's Island Child Care	44.67	61.92	70.19	25.52
Bibleway	33.03	39.52	60.62	27.59
Small Minds of Tomorrow	21.56	23.53	54.04	32.48
Average of 6 sites				31.25

Table C demonstrates the progress made by the classrooms in the experimental group and control groups for **Math** on the *LAP-3*:

TABLE C
LAP-3-Math

Program	Beginning	Middle	End	Gains
Playhouse Daycare	27.27	36.11	45.00	17.73
Sampit Day Care	71.07	81.39	90.71	19.64
Little Smurfs Day Care	23.83	46.92	80.55	56.72
Pawley's Island Child Care	59.04	67.68	79.66	20.62
Bibleway	43.59	58.96	74.07	30.48
Small Minds of Tomorrow	28.70	38.70	62.50	33.80
Average of 6 sites				29.83

Table D demonstrates the progress made by the classrooms in the experimental group and control groups for **Science** on the *LAP-3*:

TABLE D
LAP-3-Science

Program	Beginning	Middle	End	Gains
Playhouse Daycare	1.67	18.33	40.00	38.33
Sampit Day Care	61.07	75.42	88.93	27.86
Little Smurfs Day Care	21.67	34.23	71.25	49.58
Pawley's Island Child Care	49.29	59.72	73.33	24.04
Bibleway	27.31	49.06	65.83	38.52
Small Minds of Tomorrow	18.13	26.11	53.75	35.62
Average of 6 sites				35.66

Table E demonstrates the progress made by the classrooms in the experimental group and control groups for **Creative Arts** on the *LAP-3*:

TABLE E

LAP-3-Creative Arts

Program	Beginning	Middle	End	Gains
Playhouse Daycare	30.00	46.67	76.67	46.67
Sampit Day Care	86.43	92.50	97.86	11.43
Little Smurfs Day Care	37.00	69.23	94.17	57.17
Pawley's Island Child Care	76.67	86.11	92.67	16.00
Bibleway	56.92	73.75	87.78	30.86
Small Minds of Tomorrow	40.00	46.67	80.00	40.00
Average of 6 sites				33.69

Table F demonstrates the progress made by the classrooms in the experimental group and control groups for **Social/emotional** on the *LAP-3*:

TABLE F

LAP-3-Social/emotional

Program	Beginning	Middle	End	Gains
Playhouse Daycare	57.72	89.43	97.56	39.84
Sampit Day Care	92.16	94.90	98.08	5.92
Little Smurfs Day Care	74.08	78.98	95.73	21.65
Pawley's Island Child Care	96.22	97.29	97.40	1.18
Bibleway	82.36	90.85	97.56	15.20
Small Minds of Tomorrow	59.29	61.94	79.70	20.41
Average of 6 sites				17.37

Table G demonstrates the progress made by the classrooms in the experimental group and control groups for **Physical** on the *LAP-3*:

TABLE G

LAP-3-Physical

Program	Beginning	Middle	End	Gains
Playhouse Daycare	53.69	72.85	92.01	38.32
Sampit Day Care	90.42	93.11	97.99	7.57
Little Smurfs Day Care	46.40	75.77	97.70	51.30
Pawley's Island Child Care	89.36	95.87	97.48	8.12
Bibleway	70.33	78.68	91.21	20.88
Small Minds of Tomorrow	54.29	61.94	79.70	25.41
Average of 6 sites				25.27

Chart A illustrates the **average gains** made in each key area as evaluated by the *LAP-3*.

CHART A
LAP-3-Average Gains

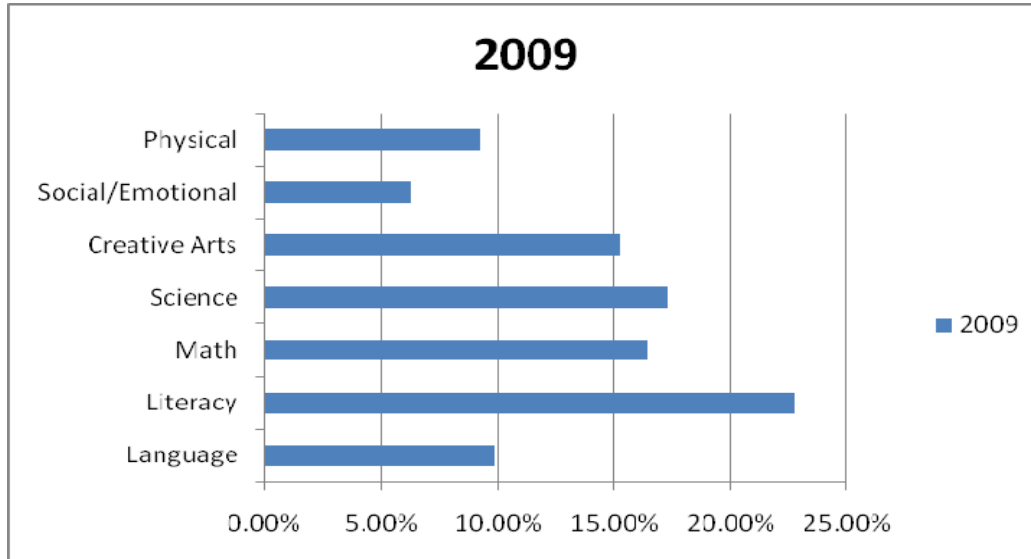


Chart B illustrates the average percentage of **mastery** of each key area evaluated by the *LAP-3*.

CHART B
LAP-3-Mastery

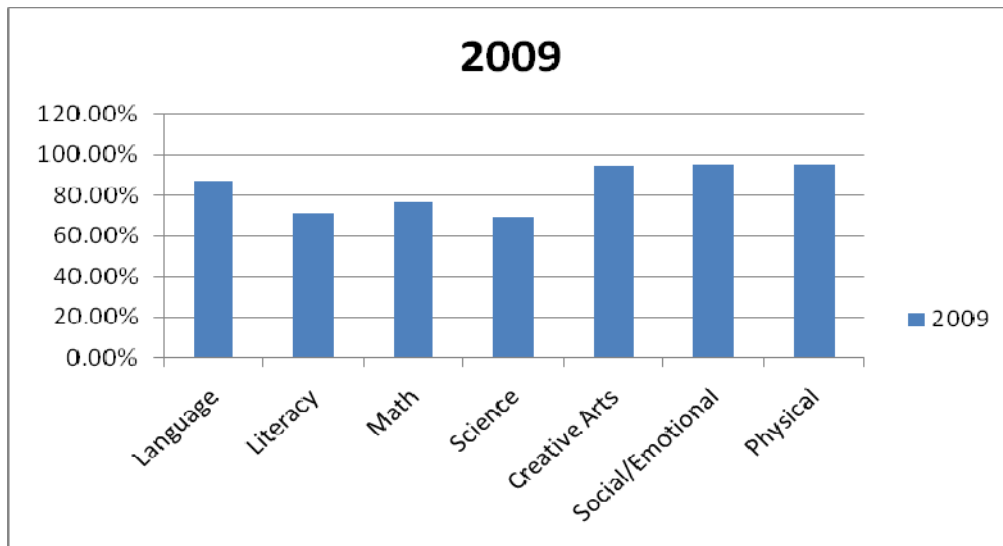
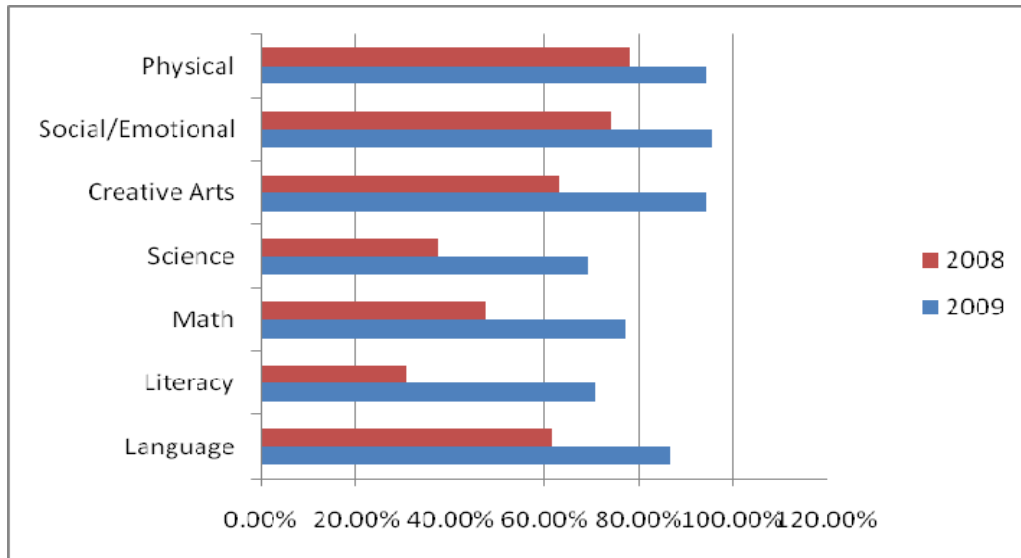


Chart C illustrates the comparison of mastery of each key area from 2008-2009 evaluated by the LAP-3.

CHART C
LAP-3 Mastery 2008 vs. 2009



Children from the experimental and the control groups who were evaluated with *E-LAP* were assessed for Cognitive, Fine Motor, Gross Motor, Language, and Social/emotional skills. Tables H through L demonstrate the progress made by the experimental and control groups in each of these key areas.

Table I demonstrates the progress made by the classrooms in the experimental group and control groups for **Cognitive** on the *E-LAP*:

TABLE I
E-LAP-Cognitive

Program	Beginning	Middle	End	Gains
Playhouse Daycare	79.05	83.81	93.33	14.28
Sampit Day Care	75.73	81.90	84.57	8.84
Little Smurfs Day Care	75.75	85.52	86.21	10.46
Pawley's Island Child Care	85.85	87.21	87.62	1.77
Bibleway	42.06	66.32	71.00	28.94
Small Minds of Tomorrow	55.87	58.91	67.07	11.20
Average of 6 sites				12.58

Table J demonstrates the progress made by the classrooms in the experimental group and control groups for **Fine Motor** on the *E-LAP*:

TABLE J

E-LAP-Fine Motor

Program	Beginning	Middle	End	Gains
Playhouse Daycare	87.67	95.89	100.00	12.33
Sampit Day Care	84.31	89.66	94.33	10.02
Little Smurfs Day Care	71.65	83.73	88.39	16.74
Pawley's Island Child Care	93.54	94.72	94.25	0.71
Bibleway	44.75	71.61	76.96	32.21
Small Minds of Tomorrow	63.62	66.54	73.58	9.96
Average of 6 sites				13.66

Table K demonstrates the progress made by the classrooms in the experimental group and control groups for **Gross Motor** on the *E-LAP*:

TABLE K

E-LAP-Gross Motor

Program	Beginning	Middle	End	Gains
Playhouse Daycare	98.89	100.00	100.00	1.11
Sampit Day Care	96.16	98.59	99.80	3.64
Little Smurfs Day Care	89.79	95.60	96.50	6.71
Pawley's Island Child Care	98.89	99.52	99.33	0.44
Bibleway	49.07	87.27	89.60	40.53
Small Minds of Tomorrow	86.54	89.26	93.02	6.48
Average of 6 sites				9.82

Table L demonstrates the progress made by the classrooms in the experimental group and control groups for **Language** on the *E-LAP*:

TABLE L
E-LAP-Language

Program	Beginning	Middle	End	Gains
Playhouse Daycare	76.27	86.44	96.61	20.34
Sampit Day Care	76.58	81.36	83.90	7.32
Little Smurfs Day Care	72.03	82.71	81.44	9.41
Pawley's Island Child Care	88.14	89.35	89.83	1.69
Bibleway	36.72	57.16	62.71	25.99
Small Minds of Tomorrow	50.66	53.67	64.65	13.99
Average of 6 sites				13.12

Table M demonstrates the progress made by the classrooms in the experimental group and control groups for **Social/emotional** on the *E-LAP*:

TABLE M
E-LAP-Social/emotional

Program	Beginning	Middle	End	Gains
Playhouse Daycare	94.74	100.00	100.00	5.26
Sampit Day Care	94.50	98.33	99.21	3.83
Little Smurfs Day Care	86.44	93.58	94.87	7.14
Pawley's Island Child Care	94.74	96.99	98.95	2.25
Bibleway	51.32	78.23	88.76	26.91
Small Minds of Tomorrow	73.10	77.19	92.11	4.09
Average of 6 sites				8.25

Chart A illustrates the **average gains** made in each key area as evaluated by the *E-LAP*.

CHART D
E-LAP-Average Gains

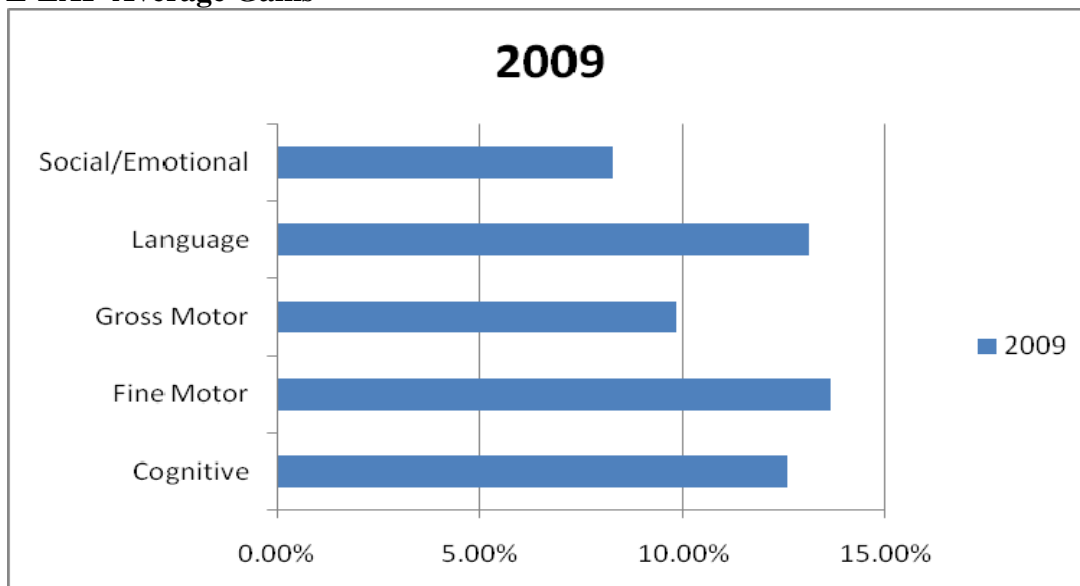


Chart E illustrates the average percentage of **mastery** of each key area evaluated by the *E-LAP*.

CHART E
E-LAP-Mastery

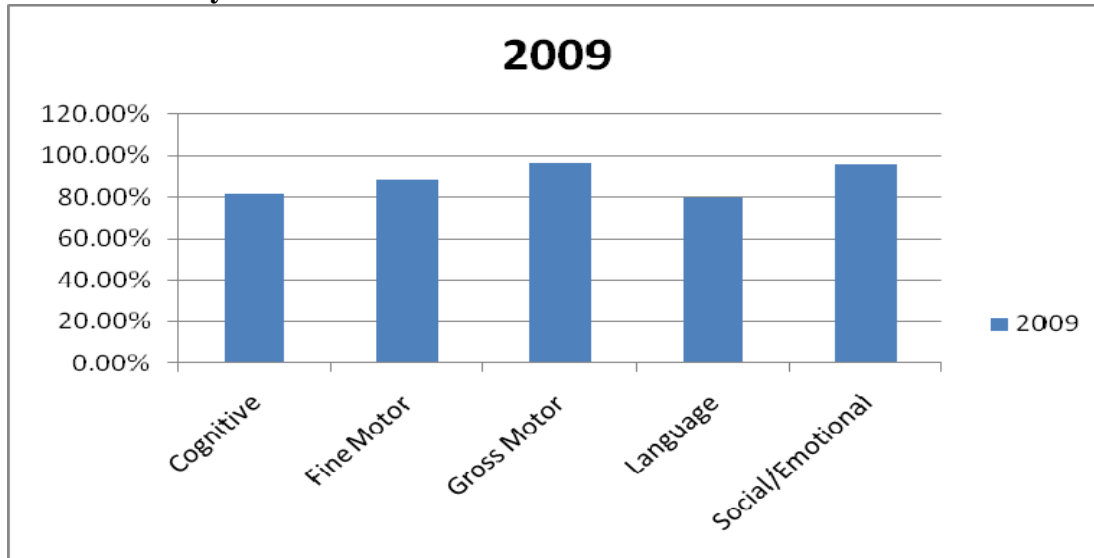
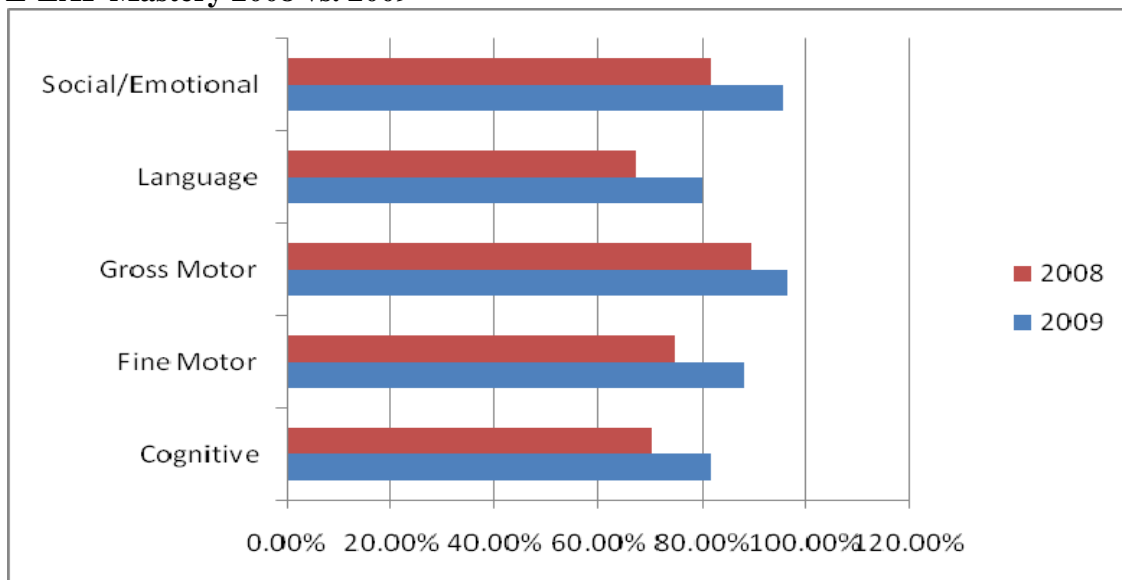


Chart F illustrates the comparison of mastery of each key area from 2008-2009 evaluated by the *E-LAP*.

CHART F
E-LAP Mastery 2008 vs. 2009



The results from both the *E-LAP* and the *LAP-3* tend to support the accomplishment of another of the outcomes articulated in the Georgetown First Steps original grant

proposal—that children in the *Centers of Excellence* would realize improvement in the “four key areas of school readiness,” as well as other areas.

In addition, all of the sites showed a higher level of mastery in 2009 than in 2008, even when beginning scores were low.

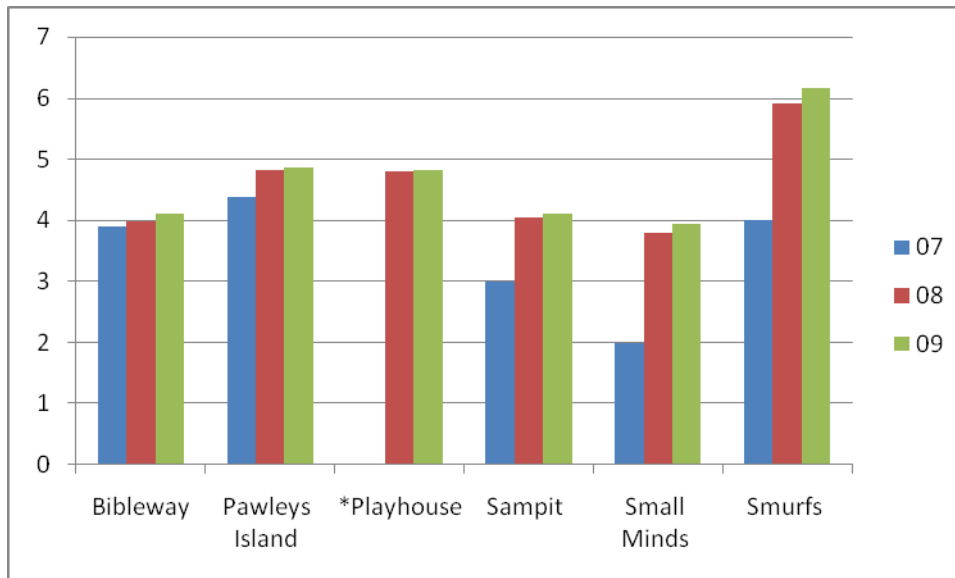
Conclusion

In the grant proposal to the Board of Directors of the Frances P. Bunnelle Foundation, Georgetown First Steps indicated that data collection procedures would be established through which developmental progress of children who are birth to five-years of age, and who are enrolled in *Centers of Excellence* could be adequately measured. The *E-LAP* and the *LAP-3* were selected for that purpose. Both have proven validity and reliability and both are efficacious instruments relative to measuring overall developmental progress.

Georgetown First Steps established two child-specific, measurable outcomes for the project: 1) children in an experimental group would realize improvements in overall development, and 2) children in the experimental group would improve in four key areas of school readiness that pertain to language and literacy. The data gathered through the application of the *E-LAP* and *LAP-3* support the accomplishment of both of these outcomes. In addition, during year four, the additional areas of development added in year two continued to be tracked, and also showed improvements.

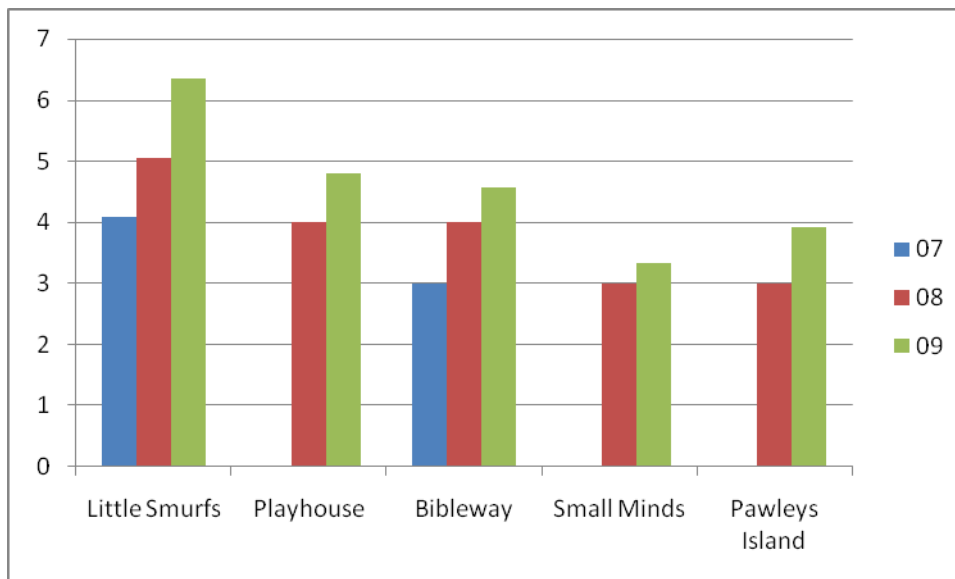
Attachment B.

Centers of Excellence – ECERS Scores



**Playhouse did not join the COE Program till 2008*

Centers of Excellence – ITERS Scores

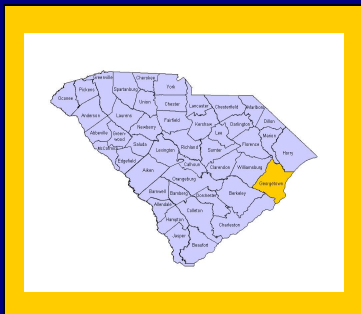


Notes:

**Sampit Child Development Center does not take infants*

***Playhouse did not join the COE Program till 2008*

****In 2007 only Little Smurfs and Bibleway Child Development Centers received ITES*



2008 School Readiness Risk Profile Georgetown County

Total Children Under Six: 4,376

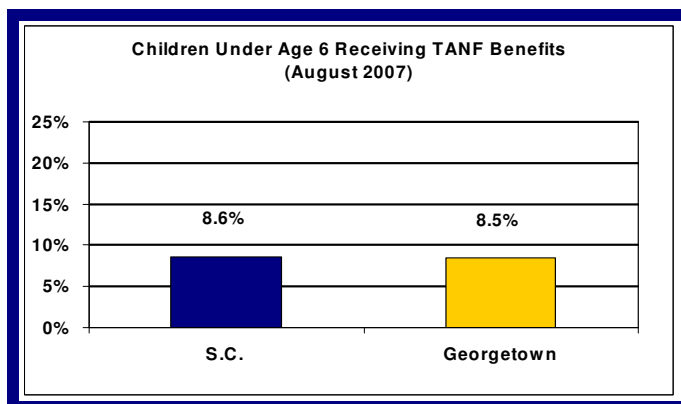
CHILD POVERTY (Children in Families Receiving TANF Benefits)

Statewide Average (2007): 8.4%

Georgetown County (2007): 8.5%

Fast Fact: Roughly 1 in 12 Georgetown County children has an annual family income equivalent to \$10,325 (or less) for a family of four. A recent statewide analysis suggests that 45% of these children will be retained or score at the “below basic” level (PACT) by third grade.

- Children in deep poverty often face a wide variety of school readiness obstacles, ranging from inadequate prenatal care and nutrition to low maternal education.
- 372 of Georgetown County’s 4,376 children under age 6 received federal Temporary Assistance for Needy Families (TANF) benefits during 2007, indicating a family income at or below 50% of the federal poverty definition.



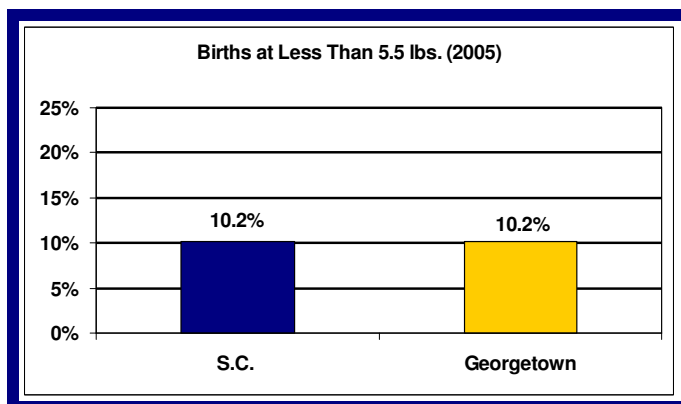
CHILDREN AT LOW BIRTH WEIGHT (Less Than 5.5 lbs.)

Statewide Average (2005): 10.2%

Georgetown County (2005): 10.2%

Fast Fact: 1 in 10 Georgetown County children is born at a weight less than 5.5 lbs. A recent statewide analysis suggests that at least one-third of these children (36%-52% depending on weight category) will be retained or score at the “below basic” level (PACT) by third grade.

- Babies born at low weights are often prone to developmental delays associated with early academic failure.
- Many have received inadequate prenatal care and suffer from significant health complications.
- 72 of the 704 children born in Georgetown County during 2005 weighed less than 5.5 lbs.



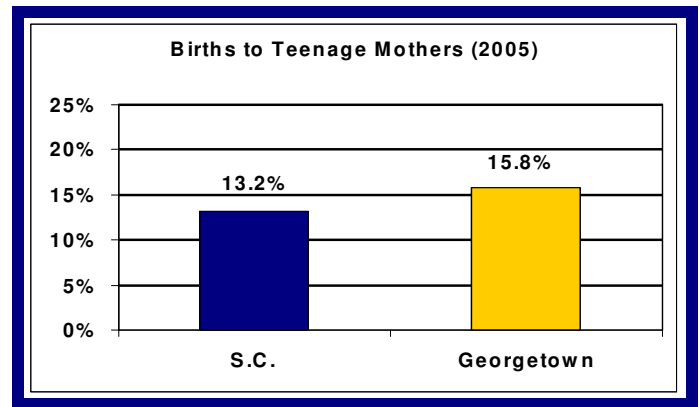
BIRTHS TO TEENAGE MOTHERS

Statewide Average (2005): 13.2%

Georgetown County (2005): 15.8%

Fast Fact: 1 in 6 Georgetown County births is to a mother under 20 years of age. A recent statewide analysis suggests that 43% of these children will be retained or score at the “below basic” level (PACT) by third grade.

- Teenage parents often lack the maturity and knowledge required to optimally fulfill important parental responsibilities, are less likely to advance their own educational attainment and often fail to advance beyond low-income status.
- 111 of the 704 children born in Georgetown County during 2005 had teenage mothers.



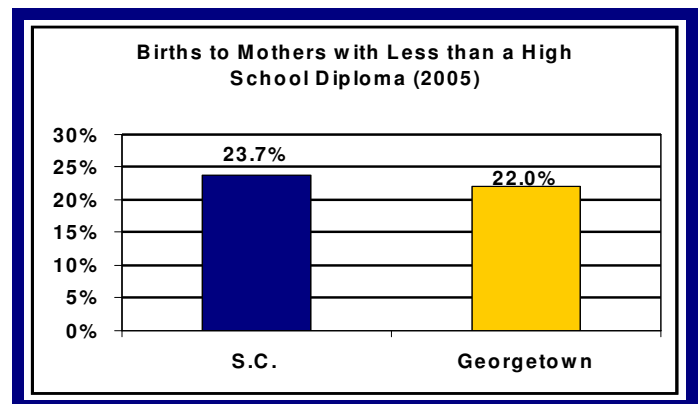
BIRTHS TO MOTHERS WITH LESS THAN A HIGH SCHOOL DIPLOMA

Statewide Average (2005): 23.7%

Georgetown County (2005): 22.0%

Fast Fact: Just over 1 in 5 children in Georgetown County is born to a mother possessing less than a high school diploma. A recent statewide analysis suggests that roughly half (48%) of these children will be retained or score at the “below basic” level (PACT) by third grade.

- Research suggests that a mother’s own educational attainment is closely linked to the subsequent academic performance of her children.
- 155 of the 704 children born in Georgetown County during 2005 had mothers with less than a high school diploma.



All data provided by the SC Budget and Control Board’s Office of Research and Statistics